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EDUCATION PROGRAMME

ACTIVITIES



NAVIGATORS EDUCATION PROGRAMME

NORTH SHORE
culture
COMPASS

An Educators Guide to the North Shore Culture Compass

NorthShoreCultureCompass.ca

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EACH ACTIVITY INCLUDES:

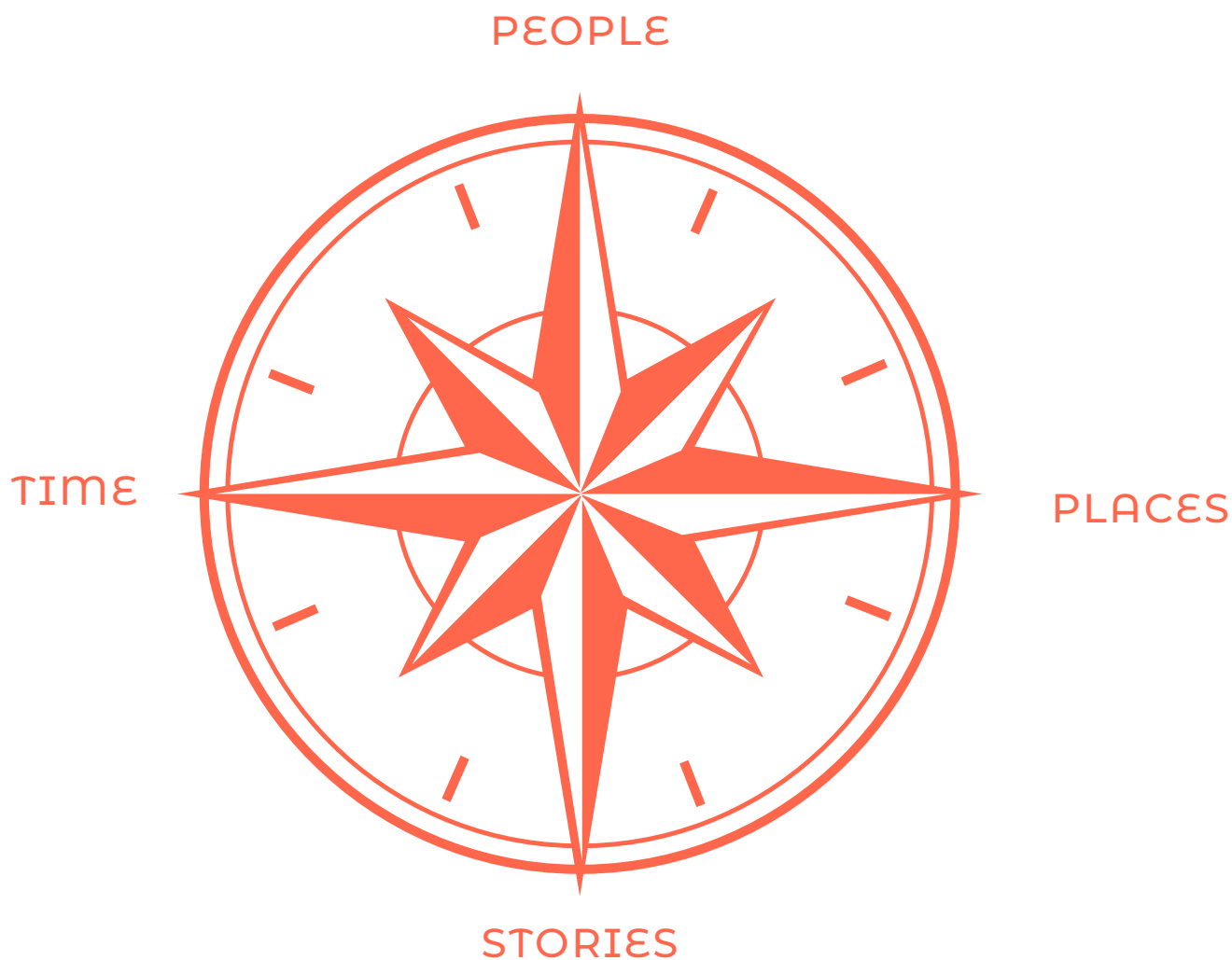
Four Points Theme: People | Places | Stories | Time
Tasks
Estimated Time
Categories
Curricular Focus



ACTIVITIES

The activities that follow guide exploration using the North Shore Culture Compass within the Four Points Theme. Similar to being able to situate oneself geographically with cardinal points, this Four Points Theme encourages exploration of the place, time, people, and stories that create local culture and build a sense of place.

FOUR POINTS THEME



ACTIVITY 1

ONLINE LEARNING: TAKE A VIRTUAL FIELD TRIP

ESTIMATE UP TO 60 MINUTES

Categories: All

Themes: PEOPLE, PLACES, STORIES, TIME

Relevant for: All subject areas

Ask students to research and share their findings on virtual field trips either individually or in teams. Using the steps below, have students complete each activity

TASK 1

Navigate to four cultural assets in any category. Ask students to write a short fictional story related to one asset.

TASK 2

Conduct further research about the cultural assets.

Option A: Have students share their findings using their preferred method of communication (oral or written).

Option B: Have students create a social media campaign to share their findings using the hashtag **#culturecompassnavigators**.



 **FACEBOOK**

www.facebook.com/northshoreculturecompass

 **INSTAGRAM**

<https://www.instagram.com/northshoreculturecompass/>

ACTIVITY 2

NAVIGATING PAST & PRESENT

ESTIMATE UP TO 60 MINUTES

Categories: Navigate to Cultural & Natural Heritage, Intangibles & Stories

Theme: TIME

Relevant for: Social Studies, History, Urban Studies

FIND ASSETS

TASK 1: Ask students to search for up to three cultural assets that highlight the unique heritage and history of the North Shore.

TASK 2: Using their preferred method of communication (oral or written), ask them to describe how these assets helped shape the region's culture and identity.

Examples: Goats in North Vancouver, Floating post office, Hollyburn Ferry

BUILD A THEME

(see examples on next page)

TASK 1: Ask students to select a theme and to research up to three cultural assets that support that theme.

TASK 2: Using their preferred method of communication (oral or written), ask them to describe how these assets helped shape the region's culture and identity.

THEMES

EXAMPLE OF THEMES MAY INCLUDE:

Architecture, Examples: West Coast Modern or Classical Revival

Cabin Culture, Examples: Seymour Cabin Community, Hollyburn Cabin Community, Buglights

Corporate, Examples: B.C. Telephone Commercial Building, Hotel North Vancouver

Culinary, Examples: Coho Festival, The Seven Seas Restaurant

Diversity, Equity & Inclusion, Examples: North Shore Immigrant Inclusion Partnership, North Shore Pride Alliance

Industry, Examples: logging, shipbuilding, the Port

Tourism, Examples: Capilano Suspension Bridge, Grouse Mountain, Takaya Tours

Photo Credit: Andre Amaral via Unsplash

ACTIVITY 3

CONNECTING PAST TO PRESENT

ESTIMATE UP TO 60 MINUTES

Categories: Navigate to Cultural & Natural Heritage, Intangibles & Stories

Theme: TIME

Relevant for: History, Geography

TASK 1: Have students identify assets where modern and historic places appear in the same location.

TASK 2: Ask them to describe what these places look like today and what, if any, remnants of the past are still present.

Examples:

Present: Polygon Gallery

Past: PGE Railway Station

Present: West Vancouver Art Museum

Past: Gertrude Lawson House

Present: Presentation House Theatre

Past: Central School, City Hall



ACTIVITY 4 NAVIGATING LANDMARKS

ESTIMATE UP TO 60 MINUTES

Categories: Navigate to Cultural & Natural Heritage, Intangibles & Stories

Theme: PLACES

Relevant for: Social Studies, History, Geography

TASK: Ask students to explain the purpose and significance of at least three existing landmarks in the region.



Why are these important to the community and/or region?



What do they represent?



Will they be important in future?

Examples:

Lions Gate Bridge, St. Paul's Indian Catholic Church,
The Q at Lonsdale Quay



ACTIVITY 5 EXPLORE PUBLIC ART

ESTIMATE UP TO 90 MINUTES

Categories: Navigate to Public Art

Theme: PLACES

Relevant for: Social Studies, History, Geography,
Urban Studies, Contemporary Indigenous Studies



ONLINE

TASK 1: Public Art Tour

Create a virtual public art tour in a neighbourhood/community of five or more pieces using one of the following:

- **By Artist**, examples Richard Tetrault, Douglas Coupland, Jody Broomfield
- **By Medium**, examples: metal, sculpture, glass, light
- **By Theme**, examples: animals, birds, First Nations
- **By function**, examples:

Interactive pieces, benches

- **By Audience**, example: young people and families, examples: Fun Alley, I Was A Teenage Skateboarder in the 90's, Snakes and Ladders



TASK 2: Understand Public Art

Have students analyze the public art pieces and reflect on their role to commemorate, educate, and/or build community identity and pride.

TASK 3: *(Optional)* Use these pieces to conduct an in-person tour

IN PERSON

TASK 1: Visit the public art pieces in person.

TASK 2: Take a photo of each piece.

TASK 3: Write down your thoughts and first impressions about the piece and what you think is the significance/story behind the public art.

TASK 4: Read listing on North Shore Culture Compass.

TASK 5: Compare your ideas.

Image: Air by Charlotte Wall & Marie Khouri

Public Art, District of North Vancouver

ACTIVITY 6 CONNECT WITH THE COMMUNITY

ESTIMATE UP TO 45 MINUTES

Categories: Navigate to all categories

Theme: PLACES

Relevant for: Social Studies



TASK 1: Ask students to identify cultural assets that they feel personally connected to or that have significance in their lives.

TASK 2: Ask students to describe how these assets connect them to their home, school, community or interests.



Photo Credit:
Priscilla Du Preez via Unsplash

ACTIVITY 7

PROMINENT FIGURES & INFLUENCERS

ESTIMATE UP TO 60 MINUTES

Categories: Navigate to All Categories

Theme: PEOPLE

Relevant for: Social Studies, Contemporary
Indigenous Studies



TASK 1: Students to identify prominent figures or influencers that have contributed to the culture and cultural identity of the North Shore.

TASK 2: Ask students to describe how these people contributed to the region's culture and identity.

OPTION A: Have students share stories using the preferred method of communication (oral/written).

OPTION B: Have students create a social media campaign to share their stories using the hashtag #culturecompassnavigators.

OPTION C: Create a game with either composite characters or prominent figures from different walks of life or different time periods. Ask students develop a story, or a skit, based on that character, using information from cultural assets to inform the life of this person.

EXAMPLES:

William Nahanee: Longshoreman of Hawaiian/Squamish descent living in Kanaka Row

Edward Mahon: A settler/developer who arrived from Ireland

Mrs. Moody or Emily Carr: Think of a female settler trying to be comfortable in new place

Gertrude Lawson: Schoolteacher and one of the first single women in B.C. to hold a mortgage

ACTIVITY 8

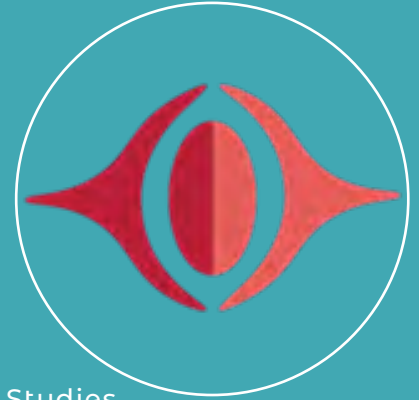
LEARN ABOUT LOCAL FIRST NATIONS

ESTIMATE 60-75 MINUTES

Categories: Navigate to First Nations

Theme: PEOPLE, STORIES, PLACES

Relevant for: Social Studies, Contemporary Indigenous Studies



When you visit the First Nations category you will see an acknowledgement, not just of the land, but also of the generosity and assistance of the Squamish and Tsleil-Waututh Nations people in populating this category.

The First Nations category may be used to engage students in learning about local First Nations communities including their traditions, place names, the significance of animals and legends, as well as artists and visual arts.

The First Nations map features a swipe tool that removes buildings, roads, parks, and all English language labels. As you drag the tool across the screen, the map features disappear revealing the natural land, highlighting waterways and mountains.

If you click on a place name a pop up window will appear with the place name, language, and phonetic pronunciation. There is an audio file as part of the listing with a First Nations language specialist speaking the name of the place.

TASK 1: Have students listen to First Nations place names.

TASK 2: Ask students to learn up to two First Nations place names orally.

TASK 3: Ask other classmates to identify the current name.



Artwork by Olivia George

Unique to the First Nations category are the paw prints and animal art. These speak to the importance and meaning of animals, birds, fish, and supernatural beings to Indigenous people. Students can also learn about the importance of the Legend of Sasquatch to the First Nations.

EXAMPLES

Salmon: Learn about the importance of salmon

Legend: Sasquatch

Canoes: History, purpose of the canoe in First Nations culture

TASK 1: Ask students to research why salmon is important to the First Nations or the about the significance and/or history of the canoe.

TASK 2: Have students research what other legends exist and why are they significant to the First Nations?

ACTIVITY 9

DISCOVER DIVERSITY

ESTIMATE 60-75 MINUTES

Categories: Navigate to Cultural Organizations, Festivals & Events, Intangibles & Stories, Service Organizations

Theme: PEOPLE

Relevant for: Social Studies, Contemporary Indigenous Studies



Students will get to know the diversity of the North Shore through the cultural assets listed in these categories. For example, organizations such as Impact North Shore (formerly the North Shore Multicultural Society), North Shore Immigrant Inclusion Partnership, and Persian Culture and Art Institute highlight the diversity of those living in the region.

Festivals & Events such as Norooz/Nowruz, Lunar New Year, and the Bridge Festival also recognize and celebrate the diversity of those living in the region. The Intangibles & Stories category is a source for traditions (such as Winter Solstice, Hanukkah, and the Festival of Lights).

TASK 1: Ask students to use the cultural assets to highlight the immigrant communities on the North Shore.

TASK 2: Ask students to write about what they can tell about the diversity of the community by the cultural assets listed. How are cultural communities recognized and celebrated on the



Image credit: Turkic Spring Festival

ACTIVITY 10

DIGITAL STORYTELLING: SOCIAL MEDIA

ESTIMATE UP TO 60-90 MINUTES

Categories: Navigate to all categories

Theme: PEOPLE, PLACES, STORIES, TIME

Relevant for: Social Studies, Urban Studies, Tourism



TASK 1: Create a social media campaign that allows students to work in teams to document and post the cultural assets they discover.

TASK 2: Using the hashtag #culturecompassnavigators, create a content plan or a social media campaign to highlight assets that they didn't know existed prior to using North Shore Culture Compass.

TASK 3: Using the hashtag #culturecompassnavigators, create a social media campaign. Tag the @NorthShoreCultureCompass Facebook or Instagram channel.



Photo Credit: Canada Day at Waterfront Park, by Tim Bennison

DIGITAL STORYTELLING: PHOTOGRAPHY & VIDEO

TASK 1: Engage students in teams to create a digital storytelling project using video, photography, music, or sounds.

TASK 2: Have students demonstrate their learning by researching and writing, creating, and analyzing digital narratives, and by developing their own digital story that expresses personal, cultural, and/or community narratives.

TASK 3: Tag the @NorthShoreCultureCompass Facebook or Instagram channel and use the hashtag #culturecompassnavigators.

 **FACEBOOK**

www.facebook.com/northshoreculturecompass

 **INSTAGRAM**

<https://www.instagram.com/northshoreculturecompass/>



Photo Credit: Li Shanting via Unsplash

ACTIVITY 11

SEEK OPPORTUNITIES

ESTIMATE UP TO 30 MINUTES

Categories: Festivals & Events, Creative & Cultural Industries

Theme: PEOPLE

Relevant for: Career & Personal Development

TASK: Ask students to seek learning and training opportunities to pursue interests outside of the classroom.

Examples: Animation Academy, Deep Cove Music & Arts Centre, Stagecoach Performing Arts



Image: North Shore Celtic Ensemble

ACTIVITY 12 BUILD YOUR OWN ACTIVITY

ESTIMATE 30 - 90 MINUTES

Categories: Navigate to all categories

Themes: PEOPLE, PLACE, TIME

Relevant for: varied



PLAN AN EXCURSION

ESTIMATE: 60 MINUTES

Have students select three places they would like to visit on a day trip. Using the wayfinding tool, ask them to plan their excursion by creating an itinerary that includes method of travel, route, visiting times, stops along the way, and cost.

[Zoom to ...](#)

CREATE A MAP

ESTIMATE: FROM 60-90 MINUTES

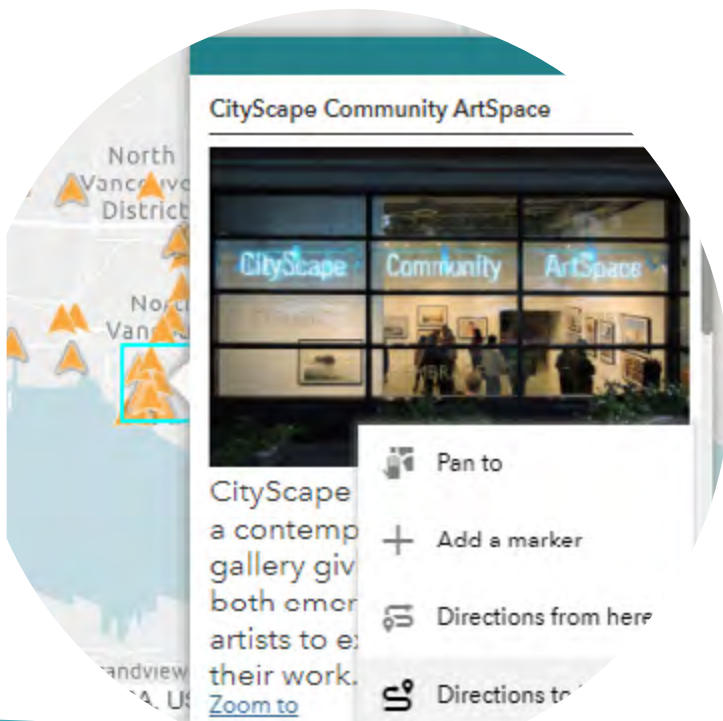
Exploring a community through cartography is a great way to get students thinking about the relationship between where they live and where they learn. It can also help identify community resources that may be of interest or use to students. Undertake your own mapping project and have students identify places that highlight assets that are important or of significance to the community.

FIND FESTIVALS & EVENTS

Time: 30 MINUTES

Category: Festivals & Events

Browse the category to determine the various types of events hosted in the region. Are there festivals and events that they weren't aware of prior? Ask students to describe how these foster a sense of community and how they contribute to the identity and culture of the North Shore.



ACTIVITY 13

NEIGHBOURHOOD WALKING TOURS

IN-PERSON, OUTDOOR & ONLINE

ESTIMATE UP TO 120 MINUTES

Categories: Navigate to All Categories

Theme: PLACES

Relevant for: Social Studies, Contemporary Indigenous Studies

NEIGHBOURHOOD WALKING TOURS

TASK: Plan a neighbourhood walking tour to experience cultural assets along the way or look for cultural assets that may not be featured. Use the assets to tell the story of the community from the past to present. Students could use the wayfinding or directions tool available on the North Shore Culture Compass to help plan their tour.

If done in person, set aside at least two hours to complete the tour to allow enough time to document findings through video/photography, oral storytelling, and/or journaling.

If students find cultural assets not listed, ask them to submit to us by email at culturecompass@northvanarts.ca.

Photo Credit: Vlad Bunu via Unsplash

